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| **Lesson Plan 2** | |
| **Lesson Title:** Socio-economic Barriers to Education Equity | **Timeframe:** Day 2 |
| **Lesson Components** | |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** How do socio-economic issues impact education equity? | |
| **Lesson Content Understandings:** *Students will understand that* socio-economic issues affect both access to education, quality of education, student achievement and a nation’s future. | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPods; Laptop Computers; LCD Projector | |

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| **Goals/Objectives**  ***Students will be able to:*** | **Learning Activities/Instructional Strategies**  **Lesson Sequence**  ***Students will:*** | **Formative Assessments/**  ***Evidence of***  ***Student Learning (EOL)*** |
| **Linguistic**   * Exchange information obtained in parent interviews. * Ask clarifying questions and respond to questions related to the lesson topic. * Draw conclusions from interviews, videos, and other sources of information. * Summarize informational articles.   **Culture**   * Identify Indian/Pakistani perspectives related to education equity and socio-economic issues. * Compare and contrast Indian/Pakistani/American cultural perspectives related to education equity and socio-economic issues.   **Global**   * Analyze and gain insight on Indian/Pakistani perspectives related to education equity and socio- economic issues.      * Use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about the global issue of education equity. * Use a variety of international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to the global issue of education equity. * Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of education equity. | **Preparing for Cross-Cultural Interactions**  (8:45 – 9:30)   1. Share information in groups through google docs collected from family interviews and record on a **graphic organizer (**[**Hindi**/](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Graphic%20Organizer-%20Lesson%202.pdf?attredirects=0&d=1) [**Urdu**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MTIzMzQ3ZDBjMzBjMTc5OA)**).** 2. Analyze data from the graphic organizer and respond to the question: *What conclusions can you draw based on your interviews about the impact of socio-economic issues on education equity?*Write two statements that reflect these conclusions based on the data, which will be shared to Indian/Pakistani students during the Skype session.   **Skype/Videoconferencing Session**  (9:30 – 10:30)   1. Share conclusions arrived at based on data collected from interviewees’ educational experiences in India/ Pakistan to obtain native students’ feedback. 2. Listen to information presented by Indian/Pakistani students about the impact of socio-economic issues on education equity in the U.S. and ask clarifying questions. 3. Respond to facilitator questions about findings from both groups.   **Debriefing/Reflection/New Learning**  (10:30 – 12:15)   1. Compare and contrast information gained during the Skype session about the impact of socio-economic issues on education equity in the U.S. with their findings about India and Pakistan. 2. View a **broadcast** on the impact of poverty on education **(**[**Hindi**](http://www.youtube.com/watch?v=VGCR4sO8_gg&feature=related)/ [**Urdu**](http://www.youtube.com/watch?v=jZNyriu0RM0&feature=share)**).** 3. Respond to the prompt: *What aspect of the video was personally the most poignant/moving?* (think/ pair/ share) 4. Read selected **articles (**[**Hindi**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%202%20Article-%20Garibi.pdf?attredirects=0&d=1)/ [**Urdu**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NmRiYWJkZWZiOWI0Njk2NQ)**)** in small groups (one article per group) containing information on the relationship of student achievement and socio-economic factors. 5. Circle key words (that may also serve as tags) related to education and poverty/socio-economic issues in assigned article; work with other groups to create an electronic Wordle highlighting tags from all articles. 6. List the **main ideas** on a chart for a gallery walk from the article assigned to their group by writing them in script. [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/Presentational%2BWritten.docx?attredirects=0&d=1) 7. After the gallery walk, generate a **summary paragraph** that links the ideas together. | **Preparing for Cross-Cultural Interactions**   1. Teacher observation/feedback during exchange of information from family interviews with classmates- *Interpersonal*      1. Conclusions drawn about the impact of socio-economic issues based on analysis of data- *Interpretive*   [**Conclusion statements: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202-Conclusion%20Statements%20-%20EOL.docx)  [**Conclusion statements: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202-Conclusion%20Statements%20-%20EOL.docx?attredirects=0&d=1)  **Skype/Videoconferencing Session**   1. Teacher observation and recording of exchange of information obtained from interviews- *Interpersonal* 2. Teacher observation and recording of Q&A session on findings about the impact of socio-economic issues- *Interpretive/Interpersonal* 3. Responses to facilitator questions on findings about the impact of socio-economic issues. *Interpretive/Interpersonal*   **Debriefing/Reflection/**  **New Learning**   1. Teacher observation and feedback during debriefing session- *Interpersonal* 2. X 3. Opinions expressed in response to the video prompt- *Interpretive/Interpersonal* 4. X 5. Creation of Wordles highlighting tags associated with the topic- *Interpretive*   [**Wordle: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/sohail%20wordle.pdf?attredirects=0&d=1)  [**Wordle: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Wordle%203%20-Urdu%20Class.jpg)   1. Creation of list of main ideas- *Interpretive/ Presentational*   [**Main ideas: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/IMG_0138%281%29.jpg?attredirects=0&d=1)  [**Main ideas: Urdu EOL**](https://25115558-a-7d8a0c9c-s-sites.googlegroups.com/a/kean.edu/startalk/Lesson%202%20article%20summary%20by%20Gia%2C%20Arsal%2C%20Zaira%2C%20%2C%20.JPG)   1. Summary from articles read-*Interpretive/Presentational*   [**Summary: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202-Summary%20of%20the%20articles%20-%20EOL.docx)  [**Summary: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202-Summary%20of%20the%20articles%20-%20EOL.docx) |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  **(1:00** – **2:45)**   1. Create a podcast about their perspectives in small groups. Each student records a segment of podcast using a [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/Presentational_Podcast.docx?attredirects=0&d=1). 2. Present podcasts to the class. 3. Take notes on new information gained during group presentations and pose questions as needed. 4. Evaluate peer presentations using a [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/Presentational_Podcast.docx?attredirects=0&d=1)during presentations.   **Extended Learning Tasks**  (2:45 – 3:00)   1. View a teacher-selected **video** **(**[**Hind**](http://www.youtube.com/watch?v=TfueohgDAnQ&feature=related)**i**/ [**Urdu**](http://www.youtube.com/watch?v=YDPm5CP1Yj0&feature=share)**)** on gender equity. 2. Interview a female member of their family or a friend from India/Pakistan to determine if issues of gender equity have impacted them personally with regard to their education. 3. Complete an entry in their reflective blog on today’s learning.   Note: *Native students explore gender equity issues impacting students in the U.S. using teacher selected articles and vide*os. | **Collaboration/Transfer of Learning**   1. Teacher observation/ feedback during creation of Podcast- *Interpersonal* 2. Presentation of podcasts-*Presentational*   [**Podcasts on Articles: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson-2_podcast.m4a?attredirects=0&d=1)  [**Podcasts on Articles: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202%20Podcast%20Ameema,%20Abeer,%20Baria.m4a?attredirects=0&d=1)   1. Notes and questions on new information gained from the presentations- *Interpretive* 2. Peer assessments –*Interpretive*   [**Peer assessments: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202-Peer%20assessment%20for%20podcast%20-%20EOL.docx)  [**Peer assessments: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%202-Peer%20assessment%20for%20podcast%20-%20EOL.docx) |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |